**OUTCOME 4: LEARNING***CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS*

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| Learning - curiosity* Often displays curiosity and enthusiasm for learning.
* Usually displays curiosity and enthusiasm for learning.
* Sometimes displays a curiosity and enthusiasm for learning but requires adult encouragement to engage in learning.
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| Learning - initiation* Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.
* Usually engages and sometimes leads a variety of rich and meaningful inquiry-based experiences.
* Sometimes engages in familiar inquiry-based experiences.
* Requires some adult support and prompts to engage with inquiry-based experiences.
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| Learning - engagement* Often follows and extends their own interests with deep engagement and concentration.
* Usually able to follow and extend their own interests with deep engagement and concentration.
* Currently requires adult prompts and encouragement to follow and extend their own interests with engagement and concentration.
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| Learning - meta cognition* Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
* Is beginning to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
* Currently requires adult prompts to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
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| Learning - design* Is able to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
* Is beginning to develop the ability to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
* Requires adult prompts and encouragement to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
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| Problem solving - application* Is able to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
* Is beginning to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
* Requires adult prompts to apply a variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.
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| Problem solving - classification* Is able to independently sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings.
* Is beginning to sort and classify familiar objects, and copy, continue and create patterns with objects and drawings.
* Currently requires adult prompts to sort and classify familiar objects and copy, continue and create patterns with objects and drawings.
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| Problem solving - repetition* Recognises the importance of repetition of a process in solving problems.
* Is beginning to recognize the importance of repetition of a process in solving problems.
* Requires adult prompts to recognise the importance of repetition of a process in solving problems.
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| Problem solving - memory* Is able to draw on memory of a sequence to complete a task.
* Is beginning to draw on memory of a sequence to complete a task.
* With adult prompts is beginning to draw on memory of a sequence to complete a task.
* Relies on adults to use memory of a sequence to complete a task.
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| Problem solving - numeracy* Is able to connect number names, numerals and quantities, including zero and beyond 10.
* Is beginning to connect number names, numerals and quantities, including zero, up to 10.
* Is able to connect number names, numerals and quantities, including zero, up to 5.
* Requires adult prompts to connect number names, numerals and quantities up to 5.
* Requires adult prompts and reminders to connect number names, up to 5.
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| Problem solving - comparisons* Is able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
* Is beginning to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
* Is beginning to be able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
* Requires adult guidance to make direct comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
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| Problem solving - geometry* Is able to compare and order several shapes and objects based on length, area, volume and capacity.
* Is beginning to compare and order several shapes and objects based on length, area, volume and capacity.
* Is beginning to be able to compare and order several familiar shapes and objects based on length, area, volume and capacity.
* Requires adult prompts to compare and order several shapes and objects based on length, area, volume and capacity.
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| Problem solving - predictions* Often participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
* Sometimes participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
* Relies on adults to prompt participation in guided investigations and/or play, including beginning to make simple predictions and observations using the senses, to explore, co-construct and answer questions.
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| Transfer - learning* Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later.
* Is beginning to be able to mirror, repeat and practise the actions of others, either immediately or later.
* Is beginning to immediately mirror, repeat and practise the actions of others, and requires some reminder prompts for later recall.
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| Transfer - adapt strategies* Often demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
* Sometimes demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
* With adult prompts is able to consider how some strategies that were effective to solve problems in one situation might be used in a new context.
* Relies on adults to consider how a strategy that was effective to solve a problem in one situation might be used in a new context.
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| Transfer - tools for technology* Is able to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
* Is beginning to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
* With support is beginning to explore the purpose and function of a range of tools, media, sounds and graphics (including communications technologies).
* Has little exposure or understanding of tools, media, sounds and graphics (including communications technologies).
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| Transfer - creativity* Is able to explore ideas and theories using imagination, creativity and play.
* Is beginning to explore ideas and theories using imagination, creativity and play.
* Requires adult support to prompt ideas and theories using imagination, creativity and play.
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